

**International Labour Organization
International Programme on the Elimination of Child Labour**

**Working Paper Series:
Girls in Mining**



**Assessment of Life situation of girls living and working in
“Tanzanite” mining areas in Simanjiro District
TANZANIA**

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1. Background:

Child labour is a serious issue that affects children in Tanzania. The studies of girls living and working in the mining areas in Simanjiro District show that girls are commonly engaged in domestic work, commercial sex and acting as middle persons in petty trading in the ‘tanzanite’ mines; girls and boys are affected differently with girls more vulnerable than boys.

Many of the girls are employed under abusive and exploitative conditions. They work as bar maids, restaurant attendants and cooks, petty traders selling second hand clothes, vegetable and fruits, cooking utensils, gemstone brokers, and involved in a hidden commercial sex manner, part time or full time, being employed by rich and wealthy community members. There are also practices of early marriages, unwanted early pregnancies among girls associated with forced sexual exploitation and abuse. Traditional practices and beliefs among the community members worsen the situation of girls more than boys.

2. Problem Analysis and justification for the study

Children work in mining throughout the world-girls as well as boys. Although there is some information on the work which boys do, there is very little known about the roles and activities of girls in mining areas. There is some indication that they are engaged in tasks associated with gemstones extraction and processing, with housekeeping and support to the miners, and with sexual services, but there is little concrete information on the range of tasks, the amount of time spent in various types of work, what proportion of the workforce they constitute, age, origin, etc. However, about 20 - 30 % girls are involved compare to boys. We do not know the effect that exposure to the mining industry has on girls’ lives and livelihood, nor of the dynamics that brought them to this will situation and which lead them out of it. Of particular concern are the nature of the physical and psycho-social hazards and risks to which girls are exposed, and evidence of resulting injury, illness or deaths in the mining industry.

It is also important to know how girls’ work in mining and mining areas compares with that of boys in terms of hazards, working hours and activities.

2.1 Objectives of the study

The objectives of the study on the situation of girls living and working in “tanzanite” mining areas in Simanjiro District include:

- 1 To seek, understand and describe how girls’ work in mining and mining areas compares with that of boys in terms of hazards, working hours and activities
- 2 The extent of hazards and dangers girls face compared to boys and consequences of their work and involvement in mining
- 3 Factors sustaining the problems girls face in the mining areas and what can be done to remedy the situation
- 4 To draw lessons and make constructive recommendations on actions that will be taken to improve their situation in the mining areas.

3. Methodology

The study covered 2 Wards of Mirerani and Shambarai.

7 Villages were sampled. These included 200 children, those who are in and out of school, 150 girls and 50 boys.

25 Heads of Households and 20 Community Leaders and key members were also participants in the study.

The respondents were purposively sampled to enable researchers collect the intended information and data on the situation of girl children in the mining area.

The assessment was done using data collection methods, which included literature review, interviewing of key informants/household members, children interviews using a set of developed questionnaires, focus group discussions for community leaders and heads of households by being guided by checklists with open ended questions during the discussions.

The information collected was compiled, analyzed by grouping the data into themes and sub themes, and developing meaning and expressions from the quantitative and qualitative information. The interpretation of data focused on the objectives of the study.

The study in the field took place from May to the end of June 2006, and then additional two weeks were used for data compilation, analysis and report writing.

4. Findings and analysis

The study involved 150 girls living in Mirerani mining area. They were interviewed, participated in focus group discussions and they were of the ages from 10 to 17 years old.

The nature, conditions and dynamics of their child labour in mining are revealed by the study findings. These include their involvement in:

- 1 domestic work
- 2 Preparation and provision of food to miners
- 3 Selling food
- 4 Petty business
- 5 Fetching drinking water and food to work site
- 6 Attending in bars and restaurants
- 7 Gemstone broking

The girls live in poor housing conditions in rather temporary shelters with their parents, relatives and guardians. The girls undertake the above tasks at younger age compared to boys, 10 years to 17 years as opposed to boys from 12 years to 18 year

4.1 The working hours

The study findings revealed that girls undertook several tasks related to the mining at younger ages and spent more hours per week in those tasks than boys with minimum hours off work per week.

From the study 9 tasks were identified which girls and boys undertook in Mirerani

mining area. Girls undertook 7 of those tasks namely domestic work, preparation and provision of food to the miners, selling food, petty business, fetching drinking water and food to work site, attending in bars and restaurants, and gemstone broking. The boys undertook 4 of those tasks namely, petty business, gemstone broking, sieving sand and digging in the mine shafts to get the tanzanite which also involves going underground to take working tools and explosives to the shaft as deep as 300 meters.

This suggests that girls had more tasks which used more time and denied them opportunities even of rest and engaging in self development activities. For example girls prepared and provided food for the miners and sold it. They spent 70 to 84 hours while boys were not involved in the task. The task alone denied girls hours off work per week. They were involved throughout the week.

In the gemstone broking, boys and girls participated; girls were of younger ages 12 - 17 while boys were from 15 to 18. The girls spent 42 to 70 hours per week while boys spent 28 to 56 hours per week. Girls had only 12 hours off work while boys had 24 hours off work. The girls spent more hours in the business because they had no other alternatives and were controlled by male partners who asked them to get into the broking business. On the other hand the boys could engage themselves with other activities since they were not controlled so much by the male gemstone owners

It was found out that younger girls had no control and decisions on their own activities because they were asked to mediate in gemstone selling at the same time were used in sex and exploited by the owners of the gemstones. They were either paid very little or mostly earned some money when they offered sex to the male owners of the gemstone.

In the petty business girls and boys mostly sold second hand clothes.

The girls interviewed were of the ages 12 to 17 while boys were from 14 to 17 years. The girls worked for their guardians, relatives and those who hosted them at Mirerani. They spent 84 to 98 hours per week while boys some were hired and others had ownership in the business and spent 56 to 70 hours per week. They had 24 hours off the work while girls had only 8.

Again this suggests that girls lacked a voice and ownership in what they were doing as compared to boys. Girls were more easily mistreated than boys.

The study revealed that 150 girls were involved in some form of child work and labour.

30 girls were in domestic work, 13 worked in restaurants, 40 worked as bar maids, 30 as gemstone brokers, 15 in petty business selling second hand clothes and home utensils, 85 were part time commercial sex workers while 25 were full time commercial sex workers. The girls confessed that they were economically exploited; they were vulnerable to a number of hazards which interfered with their physical, mental, spiritual, moral and social development.

For example, those involved in commercial sex some were also domestic workers, bar maids and restaurant attendants who engaged in commercial sex after leaving their work places. The working girls constituted 76.5 percent more than boys who were only 43 percent in petty business, gemstone broking, sieving sand and going under ground. Boys confessed that they were not sexually exploited and harassed like girls.

The study confirmed that girls were economically exploited to the extent that they were not able to lead decent lives in the community. As most explained that they failed to meet their clothing, smartness and good looking needs. They said they had first to attend for their basic needs of food, clothing and shelter. This contributed for their low self esteem and assertiveness

Table1: The tasks girls undertake and their ages compared to boys

S.no	Type of Work	Sex		age		Hours of work per day		Hours of work per week		Hours off work per week	
		girls	boys	girls	boys	Girls	Boys	Girls	Boys	Girls	Boys
1	Domestic work	30	none	10 - 14	none	12 - 16	N/A	84- 112	N/A	None	N/A
2	Preparation and provision of food to the miners	20	none	12 - 17	none	10 - 12	N/A	70 - 84	N/A	None	N/A
3	Selling food	12	none	13- 17	none	10 - 14	N/A	70 - 98	N/A	None	N/A
4	Petty business	15	12	12 - 17	14 -17	12 - 14	8 - 10	84 - 98	56 - 70	8	24
5	Fetching drinking water and food to work site	13	none	12 - 17	none	10 - 12	N/A	70 - 84	N/A	None	N/A
6	Attending in bars, restaurants and houses	20	none	13 - 17	none	16 - 18	N/A	112 -126	N/A	None	N/A
7	Gemstone broking	30	18	12 - 17	15 - 18	6 - 10	4 - 8	42 - 70	28 - 56	12	24
8	Sieving sand	None	15	none	14 - 18	N/A	5 - 8	N/A	35 - 56	N/A	8
9	Digging pits and going underground	None	20	None	12 - 16	N/A	8 - 12	N/A	56 - 84	N/A	12
10	Participation in commercial sex work <input type="checkbox"/> Part time <input type="checkbox"/> Full time	85 25	None None	13 - 17 15 - 18	N/A N/A	4 - 6 12 - 14	N/A N/A	28 - 42 84 - 98	N/A N/A	24 6	N/A N/A
11	Out of	150	50								

4.2 The work-risks

The study findings revealed that girls with ages from 10 - 17 years, who undertook the tasks of domestic work, preparation and provision of food to the miners, fetching drinking water and food to work sites, and collecting firewood carried heavy loads on their heads weighing 20 - 25 litres of each pail of water and 15 - 20 kilogram's (kgs.) of each bundle of firewood 3 to 4 times a day.

The study found out that boys were not involved in undertaking such kind of tasks and they only carried explosives and working equipment deep down the shaft as deep as 300 metres. There is limited workload and frequency of this activity among the boys as compared to the girls.

The girls were also subjected to stress and psychological trauma such as gender discrimination, violence, sexual abuse and exploitation at homes and work sites. This was reported by girls who worked long hours per week from the minimum of 42 to the maximum of 126. It was also found out that they hardly had time to rest the most they had were 8 - 12 hours per week while boys had 12 to 24 hours of rest per week.

The interviewed girls revealed that they had limited self esteem and assertiveness because of exposure to diverse kinds of risks and hazards such as sexual exploitation and abuse in the homes as domestic workers, and as commercial sexual workers. The girls who participated in either full time or part time commercial sex work did so by being forced by their hosts at work and those who provided them shelter, which acted like a brothel. They arranged with the male partners and got paid for the girls to spend time with. These were girls who worked at bars, restaurants and even in at homes

There were neither counselling services nor girls clubs or forums where girls could be counselled or meet and exchange ideas based on improving their exposure to information and any other further informal training opportunities where they could develop in the areas of income generation, agriculture and food security, training and education.

According to the leaders and community members' responses, they stated that girls at Mirerani mining area have limited access to education and training. They said most parents could not afford to pay for their girls' further education in secondary schools and colleges, even the vocational training in addition girls are tempted by tanzanite miners promised to be married and fall on pregnancies and early marriages.

The girls had also limited future development opportunities because of their limited education and training. The situation for boys was different because they had a number of forums and institutions which directly targeted them. For example, the withdrawal from the mines targets those who work directly with the mines, like carrying working tools, explosives down the shaft and those digging to find the gemstone underground. The only difference is that boys are directly injured by explosives because of improper handling, and may die due to the sinking of the earth or rock beds while they work underground.

Table 2: Work-risks

S.no	Work Risks	Girls	Boys
1	Weights involved in carrying water, firewood	Carry water 20 litres on head for 6 kms Collect firewood 4 - 10 kms away homesteads and each bundle weighs 15 - 20 kgs	Carrying explosives and working tools down dip the shaft as deep as 300 metres
2	The hazards associated with or inherent with each task (chemicals, STDs, harassment)	Sexual harassment at work place, at risk of contracting STDs, and HIV/AIDS Low self esteem and assertiveness	The boys are exposed to chemicals when they sieve sand (silicosis) and may contract pneumonia and other respiratory complications
3	Support system do girls have (family, guardian, Employer)	Girls have hardly any support systems in terms of girls or women forums, counselling, and financial institutions that support women and girls economic improvement. On the other hand girls are least targeted by programmes which withdraw children from the mines because they are not working directly in the underground mine shafts	Boys have a kind of support system because there are miners forums which involve boys, and the Programme that withdraws boys from the mines and provides alternatives
4	Types of injuries and illnesses, including stress and other psychosocial problems girls are subjected to. How does this compares with boys	The girls are mostly subjected to stress and psychosocial problems such as gender based violence in homes and work sites, sexual abuse and exploitation, increased work burdens due to many hours they devote to working per day and week They have low self esteem and assertiveness because of their limited participation in training and education, and decision making positions outside their homes and work places	Boys are stressed by working long hours in the pit without proper equipment and attire to protect them from heat or cold. They are mostly injured by explosives which explode because of poor handling They may also die because of lack of air due to the sinking of the shaft soil and rocks which cover them underground

4.3 *The environmental and social risks*

90 percent of girls interviewed responded that they felt not safe and secure from abuse, neglect or domestic violence. Only 10 percent of girls indicated they were somewhat safe and secure. The working girls indicated that they were not safe especially when were not respected, valued and protected by parents, guardians, hosts and employers. They said that occurs when they were not given a decent place to sleep, not provided with good food or invited to share the food with family members, and denied the right to use the facilities like bathrooms and toilets in the homes. Also when the male family members lure, seduce, or force girls to engage in unwanted and inappropriate sexual affairs. On the contrary the girls who said they felt somewhat safe and secure because they were valued, respected and protected from domestic violence, sexual abuse and neglect. They were given food, a nice place to sleep, some form of income when they work and do not feel threatened.

The education of the interviewed children ranged from not attending school at all, attending primary school, dropping at some point, completing and a few joined secondary schools. The study confirms that girls face more barriers than boys. They drop school due to reasons like pregnancy, early marriage, domestic work, working in bars and restaurants, and as mine brokers in gemstone industry. They have an additional burden to support themselves and their younger siblings. The absence or limited government policies which address school dropout caused by failure in exams or girls' pregnancies constrains the girls' progress in education and training

Table 3: Environmental and social risks

S.no	Environmental/Social Risks	Girls	Boys
1	How and where do girls live	Girls live in homes, temporary shelters or in brothels	Most boys lived with their parents in houses and permanent shelters
2	What is their household structure, do their family members (brothers or sisters) also engage in mining activities	Girls interviewed belonged to households with 4 to 8 children	Boys interviewed belonged to households with 4 to 8 children
3	IS there violence, drug abuse, alcohol, racial prejudice	Girls were abused sexually and even beaten when they failed to live by the demands of their hosts or partners	Boys were involved in drinking alcohol at younger ages and some took drugs
4	Are girls in mining communities more vulnerable to sexual abuse	Girls were more vulnerable to sexual abuse in the mining areas as they work in bars, restaurants, homes, saving food to the miners, and in gemstone broking	Boys were not at all vulnerable to sexual abuse in the mining area
5	Is the environment extreme (Hot, cold, dry, distant)	The weather is not constant. It is sometimes hot and cold. But the mining area is usually dry	The weather is not constant--hot and cold. But the mining area is usually dry especially in the shafts where most boys work
6	Are there services, schools, governmental oversight	There are schools and other government health facilities. The schools and facilities are not very conducive to girls	There are schools and other government health facilities
7	What is the schooling status of girls working in mining communities: Are they school drop outs, are they accumulating school and work?	20 boys of those interviewed were still in school The study found out that 20 girls never attended school. The study found out that 90 girls and 4 boys attended school but later dropped. The 90 girls out of 150 who dropped school equivalent to 60 percent, compared to 4 boys out of 50 equivalents to 8 percent. The 15 girls and 30 boys completed primary education. Children in secondary school 5 girls and 6 boys continued with secondary education and were in form I and II.	10 boys of those interviewed were still in school
8	Is there clean water, food	The clean water and food is brought from the trading centre to the mining area	The clean water and food is brought from the trading centre to the mining area

Table 4: Showing educational status of interviewed children, girls and boys

S/no		Girls	Boys	Remarks
1	IN school	20	10	Grades I- VII
2	Completed P/S	30		
3	Dropped school	15		
	At Grade I	1		
	At Grade II	5		
	At Grade III	16		
	At Grade IV	40	4	
	At Grade V	10		
	At Grade VI	8		
	At Grade VII	10		
4	Did not attend school	20	none	
5	In secondary school	5	6	Inform I & II
	Total	150	50	

4.4 The dynamics of child labour

The study findings revealed that the girls started living and working in the mines from the ages of 10 to 15. The minimum age which is less than that age when compulsory schooling ends not less than 15 years.

The 110 interviewed girls were below 15 years while 40 were above 15 years and below 18 years.

Their involvement in domestic work, preparation and provision of food to miners, selling food, petty business, fetching drinking water and food to work site, attending in bars and restaurants, gemstone broking denied them educational and training opportunities which would contribute to develop their life potentials physically, socially and economically in many ways. They dropped from school before the age of 15 and they were found not pursuing any form of training and education. The girls undertook such tasks because of poverty in their households with parents, guardians and those who hosted them. Some got into these tasks knowingly because they wanted to earn some money and meet their needs, while others were forced by their parents, hosts and guardians so that they can contribute towards meeting the basic needs in their homes.

The study found out that the domicile areas of most of the interviewed girls were not from Simanjiro District where tanzanite-mining area is located. Their parents, guardians, relatives moved to the mining areas with hopes that they will be able to gain more money and get busy and be able to earn their lives. The 110 girls moved to Mirerani mining area at Simanjiro District from Singida, Arumeru, Arusha, Hai, Korogwe and Babati Districts while only 40 girls came from Simanjiro District. Their ethnic backgrounds ranged from Chagga, Maasai, Meru, Nyaturu, Nyiramba, Zigua, Mbulu, Pare and Sambaa tribes.

The study suggests that girls moved to the mining areas from their domicile for reasons of promising and better life than where they lived before either by their parents, guardians, relatives or people who promised to develop them move to Mirerani because they felt they will have more choices to develop their lives there than where they originally came

from. Most girls indicated that they were tired of the tasks they undertake and wanted to leave and find better opportunities like going back to school or participate in any other form of training or decent work that promote their self esteem and respect.

Table 5: District where children originally came from

S./no	Girls	Boys	Area of Origin-District
1	15	4	Singida Rural
2	30	12	Arumeru
3	15	8	Arusha
4	14	6	Hai
5	16	-	Same
6	40	20	Simanjiro-Mirerani
7	10	-	Babati
8	10	-	Korogwe
9	-	-	Handeni
Total	150	50	

4.5 The trends in the last five years

According to Mirerani Good Hope programme household Surveys and assessments, 2004, there were more girls who came to live and work in Mirerani mining areas than five years ago. The available data indicates that in year 2001, there were 500 girls and 1000 boys.

In year 2002, there were 760 girls and 1500 boys.

In year 2003, there were 1000 girls and 1800 boys

In year 2004 there were 1350 girls and 2200 boys

In year 2005 there were 1950 girls and 1600 boys

There are more girls now working on the mining related activities than boys who work directly in the gemstone mining. The number of boys is on the decrease because there are a number of NGOs which target and withdraw boys from the mines than girls who work in the mining related activities.

The girls gave the following reason why more girls were coming to live and work in the mines. Most children especially girls said their families were not able to provide their basic needs of food, clothing, healthcare, school fees and training. They added that their families had challenges in meeting the basic needs because most of them earn their incomes through farming and selling of their crops, maize and beans. Others work as casual labourers on the farms, in building houses, petty business. Quite a few parents were professionals.

This suggests poverty in the households where girls who are living and working in the mining areas come from.

5. Conclusion and recommendations

There is evidence from the study and analysis of findings that multiple factors compound and worsens the situation of girls in the mining areas than boys. These include:

5.1 *The working hours*

The government, Non Governmental organizations and Civil Societies working in the area should collaborate with community leaders in raising awareness on Girl Child Rights and mobilize community leadership and members to form child right groups which will enable children to interact by themselves and highlight violations of their basic rights, which include education

5.2 *The work- risks*

The government working with local advocacy groups and networks should work with community groups and networks to raise awareness on Tanzania Education and Training, and Child Development policy among school teachers, household and community leaders and enforce the implementation of policies and legislation at local levels. The provision of informal alternative education for the girls who lacked the education should be planned in later life to increase the girl's education and training opportunities

5.3 *The environmental/ social risks*

The strengthening and initiation of the local community advocacy networks groups through education and awareness rising to advocate and ensure that the working of girls under 14 is discouraged and the working conditions for girls under 18 are maintained at a satisfactory standard and that these are monitored regularly and closely by local child labour committees.

5.4 *The dynamics of Child Labour*

The labour laws and policies should be enforced through local mechanisms that highlight the principle of addressing the issue of equal pay for equal work for child workers. The local child rights committees on child labour should continue with the process of identification and withdrawal of girl child labourer's initiatives to address the issue of cheap wages which is the major reason why people employ children.

5.5 *The trends in the last five years*

The government should collaborate with the existing NGOs and CSOs to ensure that programme/project design, monitoring and evaluation focuses on addressing girls' specific issues and challenges in the mining area communities. More education and awareness rising on the situation of girls in the mining area is needed. This will help in mobilization and sensitization of community members on the factors affecting girls' well - being.

There is a need to support peer education and deliberately increase the opportunities for

girls to acquire further education and training in colleges and universities. This will enhance the girls self esteem and assertiveness on all matters, which affect their lives. Mobilize communities to challenge stereotypes and practices that deny girls their basic rights and create an environment in which violence and abuse is no longer tolerated.

Annex 1

Case story

Case stories from Children-Mirerani Good Hope Programme

“My name is Moise. I was born in 1989 in Singida Region at Kiomboi District town. I am 16 years old. When my mother and I left Singida to Arusha I was in class 3.

While in Arusha my mother didn't take me to school because she had no job and therefore, any income to meet my educational needs.

She started looking for opportunities so that I could go to school again. Then the Mirerani Good Hope Programme found me and took me to school.

The programme met all my needs, like school contributions, my exercise books, uniforms and shoes. I continued with school and successfully completed primary education. I am now in form one at Mbuguni secondary school.

Mirerani Good Hope Programme has assisted me all the way from primary school until now in secondary school. They met me at the point of my need. Had it been not the assistance from the Programme my dreams for education would have been shattered.

Many people come to Mirerani in Arusha knowing that there is a lot of money and opportunities in life. That is why parents come with their children here. My mother cannot afford my education. I live only with her and have not known my father.”

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